

High School - Civics

North Boone CUSD 200

UNITS (5/5 SELECTED)

- Unit 1: Introduction to Government
- Unit 2: Legislative Branch Unit
- Unit 3: Executive Branch Unit
- Unit 4: Judicial Branch Unit
- Unit 5: Constitution

SUGGESTED DURATION

- 8 lessons
- 12 lessons
- 12 lessons
- 18 lessons
- 20 lessons

Unit 1: Introduction to Government

High School - Civics - Last Updated on July 11, 2022

STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.CV.1.9-12.
Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
SS.CV.3.9-12.
Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
SS.CV.10.9-12.
Explain the role of compromise and deliberation in the legislative process
SS.CV.4.9-12.
Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.
SS.CV.7.9-12.
Describe the concepts and principles that are inherent to American Constitutional Democracy
SS.CV.8.9-12.
Analyze how individuals use and challenge laws to address a variety of public issues.
SS.CV.9.9-12.
Evaluate public policies in terms of intended and unintended outcomes and related consequences.

PRIORITY STANDARDS

SS.9-12.IS.1

Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

SS.9-12.IS.6

Analyze evidence and identify counter perspectives to revise or strengthen claims.

Unit 1: Introduction to Government

High School - Civics - Last Updated on July 11, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• Citizens who are informed and active in the political process are instrumental in maintaining and improving democracy.	<ul style="list-style-type: none">• What is the role of government?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Identify characteristics of political systems• Be aware of the value of participating in the democratic process.• Understand the characteristics of political parties.• Key vocabulary: sovereign, state, democracy, republic, monarchy, constitutional monarchy, autocracy, legitimacy, jurisdiction, capitalism, socialism, and communism.	<ul style="list-style-type: none">• Recognize how political power is established and enforced.• Determine their individual political views, and how they align with the public.• Analyze and discuss the relationship between government systems and their economies.

Unit 1: Introduction to Government

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LEARNING PLAN

Learning Targets / Focusing Questions:

- What is the "social contract"?
- Why is compromise needed in a democracy?
- Identify the role of federalism in the United States.

Unit Resources:

- Pew Research Political Typology Survey
- Ben Franklin Civic Virtues Analysis on CommonLit.org
- Political Philosophers on CK12.org
- Articles of Confederation Review PBS.org
- Constitution Purpose and Bill of Rights Review PBS.org

Summary of Learning Activities:

- 1st resource bullet explores a student's political viewpoint (survey)
- 2nd resource bullet examines Ben Franklin's view of civic virtues
- 3rd resource bullet addresses political philosophers (Hobbes, Rousseau, & Locke).
- 4th resource bullet highlights the role that The Articles of Confederation played in the formation of our government.
- 5th resource bullet reviews the introduction of the US Constitution and the need for the Bill of Rights.

Unit 2: Legislative Branch Unit

High School - Civics - Last Updated on July 11, 2022

STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.CV.1.9-12.
Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
SS.CV.2.9-12.
Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.
SS.CV.3.9-12.
Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
SS.CV.8.9-12.
Analyze how individuals use and challenge laws to address a variety of public issues.
SS.CV.9.9-12.
Evaluate public policies in terms of intended and unintended outcomes and related consequences.
SS.CV.10.9-12.
Explain the role of compromise and deliberation in the legislative process

PRIORITY STANDARDS

SS.9-12.IS.6

Analyze evidence and identify counter perspectives to revise or strengthen claims.

SS.9-12.IS.11

Use interdisciplinary lenses to identify local, regional, state, natural, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.

Unit 2: Legislative Branch Unit

High School - Civics - Last Updated on July 11, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• Citizens are responsible for monitoring the actions of their elected officials and engaging in the elections to support democratic ideals and principles.	<ul style="list-style-type: none">• How are laws created in a democratic republic, and who is responsible for shaping policy?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Comprehend the structure and function of the Legislative Branch• Understand how people are the source of power in a democracy.• Key Terms: Democracy, state, census, redistricting, gerrymandering, House of Representatives, Senate, Speaker of the House, Majority Leader, Minority Leader, WHIP, committee, bill, 3/5 Compromise, and terms.	<ul style="list-style-type: none">• Analyze how public officials operate within a democratic republic.• Recognize election practices.• Assess how bills are created, introduced to the legislature, negotiated, and passed into law.

Unit 2: Legislative Branch Unit

High School - Civics - Last Updated on July 11, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

- What is the process a bill goes through to be enacted into law?
- What are the requirements to be an elected official in the legislative branch?
- Who are our elected representatives, and what are their roles in government?
- Why is gerrymandering a major flaw in our election process?
- What are the checks and balances within the legislative branch?

Unit Resources:

- Legislative Branch overview on CK12.org
- iCivics Legislative Branch games
- Redistricting exercise on districtr.org
- National Constitution Center

Summary of Learning Activities:

- 1st bullet provides students with content relating to the structure and function of the legislative branch.
- 2nd bullet offers students an interactive experience focusing on the duties of Congress.
- 3rd bullet demonstrates the basic guidelines used to redistrict state populations for elections after a census.
- 4th bullet provides students with activities and content focused on checks and balances within the federal government.

Unit 3: Executive Branch Unit

High School - Civics - Last Updated on July 11, 2022

STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.CV.1.9-12.
Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
SS.CV.2.9-12.
Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.
SS.CV.3.9-12.
Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
SS.CV.7.9-12.
Describe the concepts and principles that are inherent to American Constitutional Democracy

PRIORITY STANDARDS

SS.9-12.IS.5

Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.

SS.9-12.IS.6

Analyze evidence and identify counter perspectives to revise or strengthen claims.

Unit 3: Executive Branch Unit

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">A President executes the laws of the government and acts on behalf of all citizens in a democratic republic.	<ul style="list-style-type: none">How does the President enact policy?What are the roles a person must occupy as the President of the United States?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">Comprehend the structure and function of the Executive Branch.Understand how the electoral process functions and the process of a general election.Key Terms- Roles (Chief Executive, Commander-in-Chief, Chief Legislator, Chief Diplomat, Chief of State, Chief of Party, Economic Planner), Cabinet, Public Policy, Bureaucracy, Spoils System, Civil Service, Checks and Balances, Veto, Pardon, Nominations, Executive Order, Treaty, & Line of Succession, Term limits, & Peaceful Transition of Power	<ul style="list-style-type: none">Analyze the roles of executive leadership (POTUS, Cabinet Members, & Administrative leaders).Recognize election practices and strategies to earn an electoral college victory.Assess how laws are monitored and enforced by the Justice Dept.Reflect on how policy influences or impacts society.

Unit 3: Executive Branch Unit

High School - Civics - Last Updated on July 11, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

- What are the requirements and qualifications to be President of the United States?
- Identify the checks and balances within the executive branch.
- Analyze the impact and legacy of notable previous presidents.
- Assess the electoral college's use in Presidential Elections.
- What are the roles of POTUS, and how does the Cabinet assist in these duties?

Unit Resources:

- Executive Branch roles and functions of CK12.org
- iCivics Executive Branch games
- Whitehouse.gov policy and research
- Millercenter.org research on presidents

Summary of Learning Activities:

- 1st bullet contains information on the roles and functions of the executive branch.
- 2nd bullet offers students an opportunity to roleplay the situations a president faces.
- 3rd and 4th bullet provide policy and background information on past presidents.

Unit 4: Judicial Branch Unit

High School - Civics - Last Updated on July 11, 2022

STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.CV.1.9-12.
Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
SS.IS.9.9-12.
Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns and take action in or out of school.
SS.CV.3.9-12.
Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
SS.CV.4.9-12.
Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.

PRIORITY STANDARDS

SS.9-12.IS.5

Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.

SS.9-12.IS.1

Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

Unit 4: Judicial Branch Unit

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• The Court system attempts to establish a fair and equal administration of the law. It tries to eliminate corruption, favor, greed, and prejudice.	<ul style="list-style-type: none">• Does the United States Court system effectively meet the guidelines for fair and equal administration of the law?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Comprehend the structure and function of the Judicial Branch.• Understand the nomination and confirmation process federal judges endure.• Be aware of the value of precedent, and its use toward framing legal arguments in the future.• Vocabulary Terms- Justice, Chief Justice, Judge, Prosecutor, Plaintiff, Defendant, Criminal, Civil, Original vs. Appellate, Federal & State Courts, District, Certiorari, Rule of Four, Recess, Conference, Quorum, Precedent, Majority-Concurring-Dissent Opinions, Reasonable Doubt, Appeal, Acquit, Unanimous, & Judicial Activism vs. Judicial Restraint.	<ul style="list-style-type: none">• Analyze the roles of the prosecutors, defense teams, juries, and the judge in court cases.• Review Supreme Court case summaries and determine their direct and indirect impact on society.• Recognize how bias and prejudice occasionally has impacted court cases, and identify the consequences.• Analyze and discuss how The Supreme Court has changed civil rights and liberties over time.

Unit 4: Judicial Branch Unit

High School - Civics - Last Updated on July 11, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

- What is jurisdiction?
- What is the difference between criminal and civil cases?
- Describe the nomination and confirmation process for a federal judge.
- Explain The Supreme Court's process for hearing a case.
- How is precedent used by The Court when developing an opinion?
- Why is "innocent until proven guilty" a challenging directive for jurors?

Unit Resources:

- Judicial Branch review on CK12.org
- iCivics Judicial Branch games
- Time Magazine Top 10 Controversial Supreme Court Cases
- Oyez online Supreme Court Case database

Summary of Learning Activities:

- 1st bullet contains information related to the roles and functions of the Judicial Branch.
- 2nd bullet allows students to roleplay court cases and develop arguments related to citizens' rights.
- 3rd and 4th bullet provides content related to specific court cases that have significantly impacted society.

Unit 5: Constitution

High School - Civics - Last Updated on July 11, 2022

STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.CV.1.9-12.
Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
SS.CV.2.9-12.
Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.
SS.CV.3.9-12.
Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
SS.CV.7.9-12.
Describe the concepts and principles that are inherent to American Constitutional Democracy

PRIORITY STANDARDS

SS.9-12.IS.5

Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.

SS.9-12.IS.7

Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.

Unit 5: Constitution

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• The United States Constitution is the law of the land. It is designed to protect and empower the people through limited government.• The founding fathers set up a process to change the Constitution, since they knew it would have to be flexible in order to adapt for unforeseen events.• The Constitution calls for powers to be divided between the central and state governments.	<ul style="list-style-type: none">• What are rights, liberties, and responsibilities of citizens?• How may individual rights conflict with the "common good"?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Understand the outline and content of the Constitution. (Preamble, 7 Articles, Bill of Rights amendments 1-10, & remaining amendments 11-27).• Identify how the Constitution was created and how it evolved over the course of history.• Key Terms- Constitution, Preamble, Articles, Bill of Rights, Amendments, Branches of Government, Checks and Balances, Supremacy Clause, States' Rights, Repeal, James Madison, Landmark Cases,	<ul style="list-style-type: none">• Analyze the formation of the Constitution and discuss how amendments have improved protections for citizens over time.• Form an opinion on legal situations by exploring the Constitution's text, meaning, and history.

Unit 5: Constitution

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LEARNING PLAN

Learning Targets / Focusing Questions:

- Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
- Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.
- Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.
- Describe representative government and explain how it works to protect the majority and the minority.
- Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.
- Compare and contrast the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches of national, state, and local governments and independent regulatory agencies.

Unit Resources:

- US Constitution Center
- PBS Bill of Rights review
- iCivics "Do I Have A Right?" Constitution Rights game
- Student created vocabulary cards
- Classroom Practice Exams

Summary of Learning Activities:

- The 1st bullet contains information on the structure and function of the US Constitution.
- The 2nd bullet is an interview focusing on the purpose and goals of the Bill of Rights.
- The 3rd bullet is an online game used to reinforce rights established in the US Constitution.
- The 4th and 5th bullets are classroom resources created during class time for students to review test questions.